

Prevention Activities

AIM : For students to be able to identify bullying behaviour, be aware of the different types of bullying behaviour and gain a greater awareness of the school's definition of bullying behaviour.

Level A – Prep to Grade 3

Was Mr Wolf a bully?

This activity shows students that although some behaviour may initially be seen as bullying behaviour, there could be another explanation for the behaviour. Through storytelling and toys/puppets, students retell the story of The Three Little Pigs providing alternative explanations for Mr Wolf's behaviour.

Happy circle

This activity caters more for the younger students. The aim of this activity is to assist students in interpreting behaviour and feelings by identifying visual cues to help them locate themselves into safe friendship circles. Students identify facial responses (happy and angry) from magazine cut outs and paste them onto a sheet that has a happy section and an unhappy section.

House rules

This activity is designed to make students aware that schools have rules about behaviour just like home. This activity introduces the concept of a bully to students and encourages students to understand that bully behaviour is not accepted as part of the school rules. The teacher transcribes the school rule about behaviour in a more age friendly wording. This is placed on the wall of the classroom as a reminder for students.

Level B – Grade 4 to 6/7

12 questions and word search

This activity consists of two handouts. The first handout provides a factual awareness about bullying, while the second handout consists of a word search on bullying. Both are designed to increase students' knowledge and awareness of bullying.

Mind reading and lucky dip

For this activity, students are encouraged to understand, from visual clues, how to interpret feelings and how other students may interpret their feelings. In order to reduce misunderstandings and avoid potential bullying incidents, students' awareness of body language needs to be heightened. In this activity, students act out feelings in front of the class for the class members to guess the behaviour.

The same but different

This activity explores misunderstandings and bullying. Students find and then share some of the similarities and differences they have with other students. The aim being to help students connect with each other while appreciating their differences.

Level C - Grade 6/7 to Grade 9

Top secret mission (and for upper level B students)

This activity provides students with a sense of connection by going on a mission together. It increases the students' awareness of bullying behaviour particularly when it is not happening to them and clarifies what bullying behaviour is, in relation to school policy.

Prevention Activities

Bullying questionnaire

This questionnaire consists of 16 questions which form the basis of classroom discussion. There is a particular focus for students to identify the prevalence of bullying at different school age stages. Students also comment on and discuss their school's definition of bullying compared to their own definition.

Poetry in motion

For this activity, students utilise their artistic skills with limericks, singing and artwork to show their understanding of bullying behaviour, as well as increasing their awareness of the school policy on bullying.

Level D - Grade 10 to Grade 12

Rapper vs Picasso

For this activity, students are to either devise additional information to add to their school policy definition of bullying or they may simply rewrite the school policy definition in a language that is more teenage friendly. The purpose of this exercise is to raise awareness of what constitutes bullying. This activity utilises a more creative/artistic style to articulate student's knowledge of 'What is Bullying' and 'What is a Misunderstanding'.

What I know now compared to before

This exercise allows students to look at their own perceptions of bullying and their assumptions about the opposite sex's perceptions of bullying. It also asks students to look at the most prevalent type to the least prevalent type of bullying behaviour.

Policy makers

To raise students' awareness of bullying and for the students to take some positive ownership over bullying, this exercise involves students' creating their own definition of bullying. Students then compare their own definition to the school's definition. Students are able to rewrite a new definition incorporating the two definitions.

Level B - Grade 4 to Grade 6/7 | Activity 1

Discussion and word search

This activity consists of two handouts. The first handout encourages a factual awareness about bullying, while the second handout consists of a word search on bullying. Both are designed to increase students' knowledge and awareness of bullying.

Materials Required

Sufficient photocopies of Wordsearch handout for all students in the class and pens

Step One

Ask students their responses to the following questions.

Questions

1. What is it called when someone who is more powerful than you deliberately hurts you and makes you feel miserable?
Bullying
2. Is bullying a new problem among school students in schools?
No
3. Does the school have rules about students bullying other students?
Yes
4. Telling someone about a bullying situation is not?
Telling Tales
5. What is an example of physical bullying?
Hitting
6. Using texts and facebook to send nasty messages about someone is called what?
Cyber Bullying
7. In text talk, 'We h8U' means.....
We hate you
8. Approximately one in six students are bullied once a week. Is this true?
Yes
9. Who can you tell if you are getting bullied?
Parents, teachers
10. A bully can be an individual or a.....?
Group
11. Physical bullying is more likely to be experienced by.....
Boys
12. Bullying behaviour happens more than once, it is?
Repetitive



Step Two

Hand out to students the Bullying Word Search to complete that is on the other page.

Bullying Word Search

S	B	G	E	N	E	Y	R	Y	N	U	L	U
E	Y	N	O	T	U	A	L	S	L	Y	O	N
L	S	L	L	E	N	T	D	T	T	L	Y	G
A	T	T	Y	T	B	L	E	N	B	T	U	N
T	A	T	U	L	O	L	B	O	T	O	O	H
G	N	L	Y	L	L	U	B	R	E	B	Y	C
N	D	H	L	E	U	U	B	L	A	Y	E	S
L	E	L	T	N	L	P	B	G	C	R	T	L
L	R	L	L	L	E	U	U	V	H	T	A	L
L	S	S	Y	L	N	A	Y	O	E	B	H	L
E	V	L	T	A	T	E	P	E	R	P	E	E
T	N	E	R	A	P	A	E	E	Y	G	W	P
G	T	A	E	T	N	Y	V	T	T	B	A	L

Words to Find

Bully, verbal, telling tales, no, boys, cyber bullying, yes, parent, group, hitting, teacher, repetitive, we hate you, bystanders

Can you find any other words?

Mind reading and lucky dip

In order to reduce misunderstandings and avoid potential bullying incidents, students' awareness of body language needs to be heightened. Therefore, for this activity, students begin to understand from visual clues how to interpret feelings and how other students may interpret their feelings. Students are to act out feelings in front of the class for the class members to guess the behaviour.

Materials Required

One container, photocopy lucky dip card, scissors

Step One

Read the following to the students.

While we can try to read each other's minds by picking up clues on each other's faces or how other's behave, sometimes we get this wrong. So we need to tell each other how we feel, by talking to each other. Otherwise we may be misunderstood. Misunderstandings can happen all the time. While no one gets physically hurt, your feelings can get hurt. This is not bullying, it's just a misunderstanding. Misunderstandings can occur for all sorts of reasons.

Step Two

Provide a container that will hold at least 6 pieces of paper/cards. On each of the 6 pieces of paper/card, write the nominated feeling (selected from the listed below) and the corresponding description of the feeling. Three spare blank cards are included if teachers wish to provide additional feelings. A hint (visual description of the feeling) is recorded next to the feeling to assist students in acting out the feeling. Without looking into the container, ask a student to select out a card. In front of the class, the student is to then act out what the feeling is written on the card. The class is then to guess the feeling.

Lucky dip exercise

FEELINGS	BEHAVIOUR
-----------------	------------------

- | | |
|---------------|--|
| 1. sad | looking down, shoulders drooped, mouth drooped, moving slowly |
| 2. angry | arms crossed, stomping feet, big eyes |
| 3. nervous | clearing your throat, wringing your hands, not looking up in the person's eyes |
| 4. happy | big smile, looking at people in the eyes, clapping hands or arms open |
| 5. confused | squinting, leaning forward, frowning, tilting the head |
| 6. frustrated | short breaths, making 'tsk' sound, rubbing hand through hair |



Level B - Grade 4 to Grade 6/7 | Activity 2

Sad

looking down
shoulders drooped
mouth drooped

Angry

arms crossed
stomping feet
big eyes

Nervous

clearing your throat
wringing your hands
not looking in the person's eyes

SAD

looking down
shoulders drooped
mouth drooped

Confused

squinting
leaning forward
frowning

Frustrated

short breaths
making 'tsk' sound
rubbing hand through hair

The same but different

This activity explores misunderstandings and bullying. Students find some of the similarities and differences they share with other students. The aim being to help students connect with each other while appreciating their differences.

Materials Required

Sufficient photocopies of handout for class and pens

Step One

Talk to students about the difference between bullying and misunderstandings. Explain how misunderstandings can occur when you really don't know someone too well. Discuss how misunderstandings can occur because someone might do something differently to you or looks differently to you. These differences are simply that; differences. It does not mean they are better or worse than you.

Step Two

Ask the students to take the handout 'Things that make you different to the other person', a pencil and then to find a partner (Student A) that has the same letter in their first name as them.

Have students write their partner's name in the first box on the sheet titled 'Things that make you different'. Then have each student find three things where their partner is different to them. This can be hair colour, eye colour, suburb, street where they live, favourite food, favourite television show, favourite colour etc. They are to write the differences to them in the first, second and third boxes on the top row of boxes.

Step Three

Repeat the exercise except this time, students find a different partner (Student B) who has a first letter the same as in their last name. They then write the student's name in the 2nd row of boxes and record three differences the students have with each other.

Step Four

This part is about finding things between students that are the same or where they might like the same thing. Students find a different partner again, (student C) who is born in the same month as the Student B they worked with in the previous step. They then write Student C's name in the top box under the heading 'Things you like or have the same as the other person' and then find 3 things that student C likes or has the same as student B. This can be hair colour, a brother, sister, dog, plays soccer, likes chicken soup, anything. Students repeat this activity with another student they have not already partnered up with. (Student D).

Step Five

Sum up by way of discussion, stating the more students get to know about each other, the less chance there is of a muddle or misunderstanding occurring. Ask students what is something 'cool' they didn't know about another student before the activity, but they know now.



Things that make you different to the other person

Things you like or have the same as the other person



Top secret mission

This activity provides students with a sense of connection by going on a mission together. It increases the students' awareness of bullying behaviour particularly when it is not happening to them and clarifies what bullying behaviour is, as it relates to school policy.

Materials Required

Sufficient photocopies of handout one and handout two for students in class, pens

Step One

Provide students with handout 1. An example of it is on the following page.

Example of Handout 1

TOP SECRET MISSION

Once you have read this document you will need to destroy all evidence of it or at least make a paper plane out of it!

Congratulations

After a thorough assessment of the most capable, intuitive, skilful group of people, your class has been selected to become members of the FBI – (Federation of Bullying Investigation). You will be trained as FBI agents with special skills over the next 8 weeks to equip you with all the necessary armour to deal with a highly dangerous and secretive mission. If you are brave, game or just downright curious – read on.

Mission Statement – to restore law, order and harmony to your school.

Once you have mastered your specialist training you will be sent to a secret location. There are many people at this location. They appear to meet every Monday to Friday from approximately 8.30am to 3pm. To try and confuse you, all the girls wear the same clothing and all the boys wear the same clothing.

Most of the time they appear to go about their business with no problems – no threat to the powers that rule our world. But, sometimes, there are spies among them. These spies will try to coerce you into strange and dangerous activities. Some spies might even try to convert you into joining their spy ring.

We know from previous successful missions in other locations that the spies are linked to the **KGB**. Your mission is to stop the **KGB**. You are to overthrow the KGB. You are to leave no stone unturned – you are to stop **KGB** – you are to stop **Kids Getting Bullied**.

The head of the **FBI** – Person **XXXXXX** (We are unable to print the name in case someone else reads this letter and the head of the **FBI** will be exposed), has a lot of faith in your ability to acquire the necessary skills to carry out this mission. You will be using psychological intelligence work to stamp out **KGB**. Over the next few weeks you will learn skills to detect deliberate and accidental sabotage which can upset the ordinary citizen. Feelings can get battered and bruised by the activities of **KGB**. Sometimes even an **FBI** agent can have their own feelings bashed up.

There are times when **KGB** attempt to use subliminal messages to make ordinary **FBI** agents believe things are much worse than they really are.